



# Stage Six

## Functional Learning

### About this Stage

A Stage Six learner applies academic concepts to real world situations. In this Stage, the learner is aware of and wants to be involved in the world around him. He begins to apply his knowledge to allow him to become more independent. The focus changes from academics to applied knowledge and functional learning skills, commonly referred to as activities of daily living (ADL). This is indeed a thrilling Stage for the learner. Academics and social skills come together in a pragmatic way for the learner at this time.

The learner's needs and goals will continue to dictate the focus and content of his education. For example, some learners may not achieve the skills needed for reading for enjoyment. However, they may acquire the ability to read for safety, which is an important skill for community independence. In this way, Stage Six is a detour from Stage Five, still offering an academic content but in a more applied way.

### About the Software



This Stage does not concentrate on scholastic skills in isolation. Instead, applied, practical real world skills are the focus in a supportive and frequently practiced environment. Many of the topics addressed in Stage Six, such as money skills, may have been introduced before. Now, however, the material must be practical and connect with an authentic experience. A learner might rehearse money skills within the electronic learning environment, then use those same skills when shopping for supplies at the school store.

The graphics shown on the screen should present objects realistically, as in photographs, rather than in representa-

tional drawings. This helps the learner make the connection between the representation and the real world object. A green rectangle with a large 5 drawn in the center does not look like an actual five dollar bill. The Stage Six learner will have a difficult time understanding how to make the connection (generalize) between working with money in the computer practice activities and handling real money if the images on the computer screen don't look like the real thing.

### Software Selection Tips



*At Stage Six, look for software that offers:*

- ✓ skill-building exercises that relate to the learner's functional learning needs
- ✓ age-appropriate and realistic graphics, situations, and language
- ✓ different levels of use to accommodate growing practical skills
- ✓ a supportive, encouraging environment
- ✓ built-in access features for the learner's best method of input

### Relevant Issues



#### *If Software is Hard to Find, Make Your Own!*

It may be difficult to locate appropriate software aimed at this specialty curriculum area. If the learner could benefit, consider designing your own custom activities. Multimedia authoring tools such as Speaking Dynamically™ Pro (Mayer-Johnson, Inc.), IntelliPics® and IntelliPics® Studio (IntelliTools®, Inc.), BuildAbility™ (Don Johnston, Inc.) and HyperStudio® (Knowledge Adventure®) can facilitate the creation of just the right custom learning and access environment. Also, creating custom overlays for alternative keyboards such as IntelliKeys® (IntelliTools®, Inc.) or developing custom setups for keyboard and mouse emulators, can facilitate access to a wide range of programs that do not offer alternative access options.

## Stage Six Focus:

- **skills for living, learning and working independently**
- **related social skills**

### *The Emotional Side of Learning*

Because the material in Stage Six is typically practiced by more mature learners, it is important to find programs that present images, sounds, and reinforcements that are appropriate to their interests. Childish graphics or language might have a negative impact on the emotional aspects of the learning process. It is critical to find a way to offer this curriculum content in a manner appropriate to the learner.

### *Functional Living Skills*

In Stage Six, academic and social skills come together in real world scenarios. This Stage reflects a functional, alternative curriculum with activities oriented toward learner independence in occupational and personal endeavors. Stage Six skills include telling time, handling money, understanding how to use objects properly within their context, reading community signs, and dressing appropriately for different situations.

The Stage Six learner is exposed to both digital and analog clocks in the community and the workplace, and needs to understand how to tell time on both types of clocks. He also needs to understand the language used to indicate time, such as “This clock shows two-fifteen, or quarter past two,” so that he can correlate spoken times to the clock settings.

Common articles of clothing and accessories such as umbrellas and sunglasses help the learner make a connection between the weather (sunny, cold) or a particular activity (sports event, party, walking) and appropriate apparel. Community signs help the learner understand the relationship between an object and the symbol used to represent it. The signs in the software activities are ones that the learner is likely to encounter in real life and that they should be able to identify for safety and independence. For example, the learner must master signs indicating men’s and women’s restrooms in order to independently use these facilities in public settings.

Repeated exposure and practice with ordinary objects that have specific functions help the learner come to understand how they are used. He works toward learning to differentiate among similar objects, such as different types of balls, as he repeatedly experiences their use in context. Which ball do

we use when we play baseball? Which ball do we use when we play basketball? They are both called balls but they are used quite differently. Stage Six learners also need practice with objects that are similar in function but used quite differently, such as a spoon and a shovel. Both are used to pick up and move things from one place to another. For example, you use a spoon to move food from the plate to your mouth. You use a shovel to move dirt when you work in a garden. The concepts are similar but the purpose and language are entirely different.

## Extension Activities



### *Use of Manipulatives*

Often a learner's biggest challenge at this Stage is generalizing the content. If he can make change correctly in a software program, can he also do the same with real money? If he can dial his own telephone number in an electronic learning activity, can he do the same using a real telephone? Use off-computer activities to practice skills with real life items.

In the learning environment be sure to provide access to coins and bills and to different types of calculators, telephones and clocks (both analog and digital). Encourage their use in a make-believe store and in role playing activities where the learner can practice situation-specific language. Don't forget to include personal care items and products.

### *Extending the Learning*

Find as many ways as you can for the learner to practice and apply his skills in a variety of settings. When learners see a skill applied in new settings, they can make progress toward generalized understanding.

Imagine you are a Stage Six learner who has mastered reading a clock in a particular computer program. Telling time can be difficult from place to place because clocks can have such varied appearances. Ask questions about the clocks the learner sees as he goes about the day. Do the hands on the clock in the living room look like the ones on the kitchen clock? Does the clock in the post office look like the learner's watch? Point out similarities and differences.

Help learners understand that although items may not look the same, they still perform the same function. The more such practice, the better the skills become generalized and useful in the learner's bag of tricks.

## About the Learner



### *Observable Characteristics*

Watch for indications that the learner

- ❖ shows an interest in the community and personal independence
- ❖ can apply mathematical concepts to real world situations, as required in money-related activities
- ❖ can recognize common symbols, such as safety signs
- ❖ knows how to dress appropriately
- ❖ shows responsibility for tasks throughout the day

### *Competency Goals*

In this Stage the learner practices real life skills over and over, working toward independence. It is important to provide experiences where the learner can generalize skills from a practice environment to a real life setting. If a learner has been working on finding items in a virtual grocery store, a trip to the grocery store to apply these skills in an authentic setting must be part of the plan. The Stage Six learner works toward the effective selection of useful objects in his environment that will foster independence. For example, he moves from requiring reminders for personal grooming toward independent and consistent ability to initiate these everyday habits. The goal is to rehearse genuine independent living skills until they are firmly established.

### *Sample IEP Objectives*

Written objectives for the learner at this Stage can be both behavior- and content-oriented. If a learner is working on job-specific skills, for example, he will need to know how to tell time reliably and with ease in order to be punctual. He will also need social skills to interact appropriately as a team member.

Given *name of communication device*, the learner will initiate socially and contextually appropriate interactions with peers.

Given *name of program* (for example, activities for making change), the learner will make correct change for up to twenty dollars.

Given *name of program* (for example, activities for telling time), the learner will correctly tell time to the quarter hour using both digital and analog clocks.

Given *name of program* (for example, activities for selecting clothing), the learner will identify appropriate articles of clothing for specific weather conditions.

Given *name of program* (for example, activities for community integration), the learner will identify the purposes of three specific community businesses.

Given the choice among several brushes (tooth brush, paint brush, hair brush, scrub brush), the learner will identify each according to functional use by responding accurately to this series of questions: Which one do you put in your mouth? Which one do you use in your hair? Which one do you use for painting? Which one do you use to clean the floor?

These objectives are to be achieved with 80% accuracy as measured by the management system provided by the software or by adult observation.

## Stage Six References

Bybee, R. and Sund, R. 1982. *Piaget for Educators*. Columbus, OH: Charles E. Merrill Publishing Co.

### *In CASE*

The Newsletter for the Council of Administrators of Special Education, a Division of the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22191

*TAM Connector* (issue referenced: Volume 12, Number 1, Fall 1999)

Council for Exceptional Children, 1920 Association Drive, Reston, VA 22191

The following Web sites were selected because they were active and helpful resources as of the publication date of this guide; their continued availability and content cannot be guaranteed.

American Association on Mental Retardation: [www.aamr.org](http://www.aamr.org)

Allen Shea and Associates: [www.allenshea.com](http://www.allenshea.com)

The Arc of the United States: [www.thearc.org](http://www.thearc.org)

Best Buddies International, Inc.: [www.bestbuddies.org](http://www.bestbuddies.org)

The Centre for Inclusive Education: [www.edu.uwo.ca/Inclusive\\_Education](http://www.edu.uwo.ca/Inclusive_Education)

Crotched Mountain Foundation: [www.cmf.org](http://www.cmf.org)

DO-IT (Disabilities, Opportunities, Internetworking and Technology) at the University of Washington: [www.washington.edu/doit](http://www.washington.edu/doit)

Down Syndrome: [www.nas.com/downsyn](http://www.nas.com/downsyn)

Eunice Kennedy Shriver Center: [www.shriver.org](http://www.shriver.org)

Job Accommodation Network: [janweb.icdi.wvu.edu](http://janweb.icdi.wvu.edu)

National Center on Educational Outcomes: [education.umn.edu/nceo](http://education.umn.edu/nceo)

National Center on Outcomes Resources: [www.ncor.org](http://www.ncor.org)





# An Overview of the Activities

## About the Stage Six Activities

### **Stage Six learners move toward independence.**

In Stage Six, academic and social skills come together in real world scenarios. It is a detour to a practical skill set from the traditional academics of earlier Stages. It reflects a functional, alternative curriculum with activities oriented toward learner independence in occupational and personal endeavors.

The learner begins to explore academics at Stage Four. After progressing to Stage Five he may find the content to be too challenging. Stage Six can be used as an alternative for this learner, as it includes practical academics. It's important that the learner not become discouraged after progressing away from Stage Five. Carefully orchestrating the learner's environment and transition will help ensure that the emotional side of learning remains intact.

Typically, developing learners begin to practice telling time around age five or six. Stage Six learners are likely to be maturing teenagers or adults who are working on the same skills. Unlike earlier Stages, Stage Six makes a connection to the real world to help learners understand how to take steps toward community independence.

The realism of the stories and photographs in Stage Six helps to support these learners emotionally, because they see learners who look like them, in settings that may seem familiar. The reality-based activities also make the learning more concrete.

Stage Six skills include: handling money, telling time, understanding how to use objects properly within their context, reading community signs, and dressing appropriately for different situations. Assessment activities ask the learner to identify the correct way to use these skills in the context of stories and real world situations.

Stage Six activities let the learner show his understanding of the functional skills. For example, in the Telling Time activity,

the learner views both analog and digital clock faces because he will encounter both types of clocks. The Using Money activity assesses his skills at naming and accurately counting currency, and the Getting Dressed activity assesses his understanding of why certain apparel is appropriate in different settings. The Looking at Signs activity assesses the learner's understanding of culturally-universal symbols that affect our behavior, such as crossing the street or finding a restroom. In the Using Objects activity the learner can demonstrate his understanding of the proper use of familiar objects in different environments, such as choosing the correct object to bring to a birthday party, to use to pack clothing, and so on.

In Stage Six, we consider academic options from a real-world perspective for more mature learners. In the Stories and Explore activities, the learner has a chance to observe how skills are used in real life. The photographs and videos in the activities feature some real learners as actors. The Assess activities use scenes from the stories to measure Stage Six skills.

The Stages philosophy embraces opportunities for learners to work in a supportive, risk-free environment. In each type of activity, the learner has a chance to explore the content at his own pace. Use the Explore activities to build learner comfort with practice before administering an assessment and/or to remind the learner about the target skill sets. Then, in the Assess activities, the learner will choose a specific answer that reflects his understanding. See page 15 for more information about the Stories, Explore and Assess types of activities.

The primary purpose of the assessment activities is to help with software selection. Use the Stage Six activities to measure learner achievement in specific skill areas. Examine the formal data generated in the Stages reports and the informal data you record on the Observation Form on page 47. Refer to pages 40–43 for a discussion on how to interpret the results of both of these types of assessment.

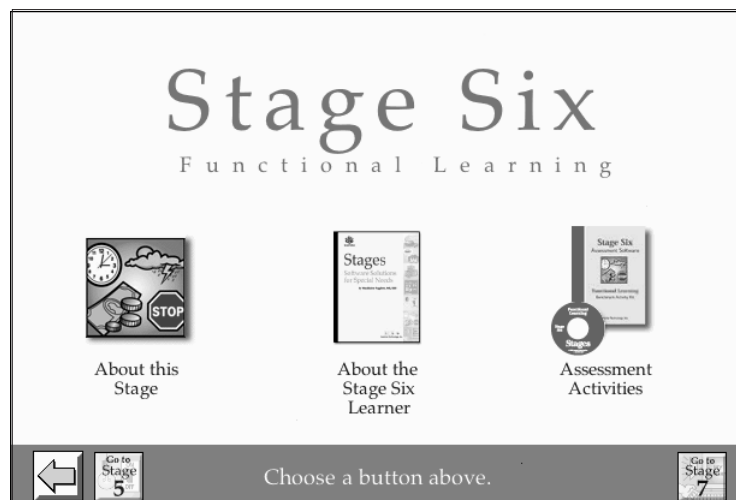
Then turn to the chart following page 57 to examine the features of the software recommended for practice use in developing Stage Six skills. Use the chart to match the focus of the software with the skills that the learner needs to

develop. Learners with cognitive and language delay can work toward supported independent living and employment. Keep in mind that learner independence in the real world is the eventual goal.

## Starting Stage Six

Before using the Stage Six activities with a learner, take a few minutes to become familiar with them yourself. When you are ready to use the activities with a learner, go to the section “Presenting the Activities” (page 31).

The main screen presents information about Stage Six and leads you to the Stage Six activities.



- Click **About this Stage** to learn more about Stage Six.
- Click **About the Stage Six Learner** to learn more about the learner at this Stage. This information is covered in more detail in the section of this guide starting on page 5.
- Click on **Assessment Activities** to begin the activities.

## Entering the Learner's Name

When you choose to start the Stage Six assessment activities, you will first be asked to enter the learner's name. This name will be printed on the report that is generated when the activity is completed.

Type the learner's name in the text box in the center of the screen, then click the **Continue** button or press <Return> (Macintosh) or <Enter> (Windows) to go on.

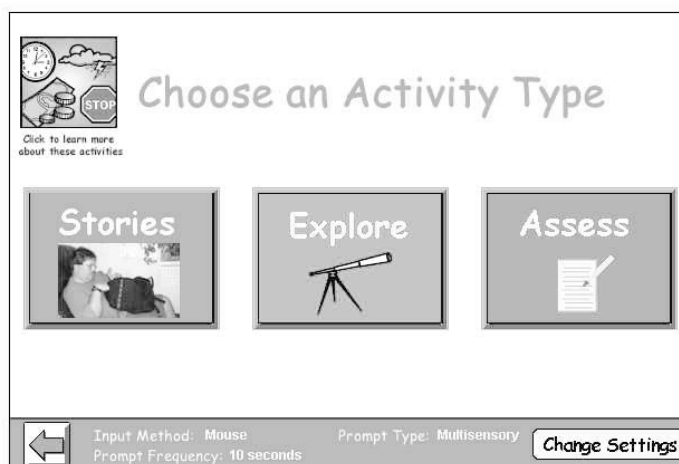
## Setting Preferences

There are several preference settings you can change that affect all the activities. The current settings are displayed at the bottom of the menu screens. Refer to page 23 for explanations of these settings and information on how to change them.



## Choosing an Activity Type

In this screen, you will select a button to choose an activity type: Stories, Explore or Assess. A detailed description of these activities begins on page 15.



## About Divergent and Convergent Activities

Stage Six activities are organized into Stories, Explore and Assess activities. The Stories and Explore (Divergent) activities allow the learner to explore a body of information and make observations. Then he demonstrates his understanding of that content in the Assess (Convergent) activities. The Stages philosophy advocates that it is important to provide both climates for learning, allowing the learner a comfortable exposure to the content before expecting him to demonstrate learning.

### *Stories*

The **Stories** depict applications of the target skills in every day life, and feature Stage Six learners in authentic settings. Point out target skills to the learner as the stories unfold.

### *Explore (Divergent)*

In the **Explore** activities the learner has consistent opportunities to explore the content of the five skill areas of Stage Six, shown below. These Divergent activities allow him to select each target on a screen to hear information about it—its name or function—and see its text label. The report will show how long the learner spent on the activity and how many times he selected each target on the screen.



### *Assess (Convergent)*

The **Assess** activities allow a learner to demonstrate his understanding of the information he has been exploring. In these Stage Six Convergent activities, the learner is asked to choose a specific target from a choice of several on the screen.

## Prompts and Feedback

### *Prompts and Feedback*

In the **Explore** activities, a prompt tells the learner what to do (“Explore the clocks”). In the **Assess** activities, it presents the instructions for the learner to follow (“Show me a dime”).

You can set a Prompt and Feedback preference to present prompts, questions and feedback in three different ways: you hear the words (“Auditory”), you see the text (“Visual”), or you see the text and hear the words (“Multisensory”). The prompt serves as the instruction or question for the current activity and will recur at the interval selected in the Preferences. (See page 23 for information on setting Preferences.)

### *Number of Attempts*

In each Assess activity, the learner has three opportunities to select the target object. When the correct answer is selected at any try, he is rewarded with an animation or text burst. You can set a preference for the type of reward (see page 28).

Feedback for correct responses helps reinforce the skill, and keeps the learner focused on his task. Feedback for incorrect responses takes advantage of an opportunity to teach through content related feedback without punishment. Of course, because this is an assessment, the initial response is counted as incorrect on the report. However, the learner doesn’t need to know this and can still benefit from this deliberately designed constructive feedback environment. After an incorrect selection, the learner is given information about the item he selected before being prompted with the same question.

Typical assessment environments don’t incorporate learner feedback as a critical consideration. However, the Stages philosophy advocates that feedback be informative, even during assessment. This is consistent with supporting the emotional side of learning. By providing information while giving feedback, we are reinforcing the learner’s understanding of the concepts. The data on the onscreen report coupled with the notes you record on the Observation Form will provide you with a complete assessment.

## Choosing Activities

The following sections explain the choices you will make for each type of activity. Click the buttons on the screen to make choices. When possible and appropriate, give the learner an opportunity to select the activities. (Switch users can start autoscanning by pressing the switch once. Be sure that the mouse pointer is on the background, not over a button.)



Use the **Back** button in the lower left corner of the screen to return to the previous selection screen.



**Don't skip out of an activity that you want to graph later in Stages Report Wizard.**

If you wish to leave an activity before the learner completes it, select the Exit arrow in the upper right corner of the screen. If the learner is using a switch, press <Esc> to pause scanning in order to click this button. Note that if you leave an activity in this way, you will not be able to include its data in graphs using Stages Report Wizard.

At the end of each activity, you can choose a different activity, choose the same type of activity, or go to the report. The report automatically records various aspects of the learner's performance. For complete information about the reports, see page 35.

## Stage Six Activities

The Stage Six activities focus on five functional learning skills. These skills will be important to the learner who is gaining independence in the community or workplace.



### *Telling Time*

Many aspects of our lives are organized by the time of day. For example, restaurants typically serve certain types of meals at specific times. A delayed learner needs to know that his employer will expect him to be on time for work and throughout the day. He needs to know when lunch or a break is over. Transportation schedules require him to know when the bus or train will be available to get him to his destination. As learners master telling time, more subtle understandings about community-based living can be incorporated. The Telling Time activities show the learner real world applications of very basic community-based skills. He

sees how properly telling time leads to positive results. Many aspects of our lives are organized by the time of day. For example, restaurants typically serve certain types of meals at specific times. A delayed learner needs to know that his employer will expect him to be on time for work and throughout the day. He needs to know when lunch or a break is over. Transportation schedules require him to know when the bus or train will be available to get him to his destination. As learners master telling time, more subtle understandings about community-based living can be incorporated. The Telling Time activities show the learner real world applications of very basic community-based skills. He sees how properly telling time leads to positive results.

In the **Telling Time** activities, both digital and analog clocks are presented, with times set to the hour, half-hour and quarter-hour. Language to indicate time, such as "This clock shows two-fifteen, or quarter past two," helps the learner correlate spoken times to the clock settings. The stories relate specific times to events to help the learner's understanding of when certain activities are likely to occur.



### *Using Money*

Knowing how to handle money correctly can result in gainful employment. New tools available in today's work places can help learners succeed. Picture-based cash registers allow users to press an image for the item being purchased, or identify which cash denomination is being used. The cash register can also indicate how much change to give back to the customer.

The learner needs to be able to identify currency, understand its value, and know how to make correct change before he can work at a cash register. Stage Six activities reveal which skills the learner needs to practice. Being able to isolate exactly which step in a transaction has not yet been mastered pinpoints what he needs to practice. Once he has proficiency in these skills, doors to employment can open.



Four coins (penny, nickel, dime, quarter) and four bills (one, five, ten, twenty) are used in the **Using Money** activities. The images are realistic so that the learner becomes familiar with actual currency.



### ***Getting Dressed***

One of the most fundamental skills for independent living is the ability to select appropriate clothing and accessories. A learner needs to know how to consider the weather, the environment, and what he will be doing that day. For example, if he waits at a bus stop, his appearance and comfort might be affected by the weather. He has to learn what type of footwear to choose for different environments. If he is working in an environment where mobility is needed, sneakers would be a better choice than dress shoes or snow boots. Stage Six learners work to assimilate community-based information to make logical decisions about getting dressed. The Getting Dressed activity shows how well the learner understands how to apply real-world variables to make clothing choices.

In the **Getting Dressed** activities, common articles of clothing and accessories such as umbrellas and sunglasses help the learner make a connection between the weather (sunny, cold) or a particular activity (sports event, party, walking) and appropriate apparel.





### *Looking at Signs*

Symbols communicate much in our everyday world. They need to be understood by everyone who participates in and contributes to community-based activities. Independence and safety depend on knowing where to wait for a bus, which restroom is the proper choice, or how to find a telephone. Employees need to know how to navigate their work environments. They need to find elevators and exits safely and independently. The Looking at Signs activity lets you see how well the learner recognizes these symbols and applies them to real-world situations.

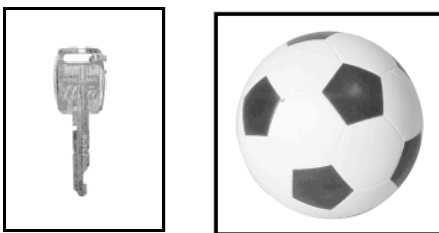
Community signs help the learner understand the relationship between an object and the symbol used to represent it. The signs in these activities are ones that the learner is likely to encounter or that they should be able to identify for safety.



### *Using Objects*

Using everyday objects appropriately can be a challenge for a Stage Six learner. For example, if the learner owns an umbrella, should he take it to work with him every day? When he is getting ready for a trip, should he use a box or a suitcase to pack his clothing? The **Using Objects** activity measures the learner's understanding of the logical use of everyday objects. When a learner applies these skills accurately, he will need less support at home and in the workplace, enhancing his ability to live independently.

In the **Using Objects** activities, ordinary objects with specific functions help the learner understand how they are used. He will learn to differentiate between similar objects, such as different types of balls, and objects that are similar in function, but used quite differently, such as a spoon and a shovel.



These five skill areas are presented and tested using three types of activities:

### *Stories*

Each of five **Stories** introduces an individual and follows this person through the day as he or she uses each of the five skill areas.

Each scene presents part of the story, accompanied by a photo or video. Each skill area is highlighted in a scene, with the person using a clock or watch to tell time, handling money, using an object, choosing appropriate apparel, and reading a community sign. The specific items used in the stories will reappear in the Assess activities.

*Cody  
Rents a  
Video*



*Mitchell Goes  
to a Party*

*Meg Plays Softball*



*Adam Goes to Work*



*Ryan Takes a Trip*



Remember that you can use the Prompt and Feedback setting to determine whether the learner sees the text with no spoken version (“Visual”), hears the story with no text display (“Auditory”), or has both text and sound (“Multisensory”). By separating the spoken words from the onscreen text, you have an opportunity to tell if your learner is able to read the text independently without the audio. These settings can be used in a similar fashion in all the Stage Six activities.

### *Explore*

The **Explore** activities orient the learner to the specific vocabulary and concepts for each skill area. Each screen has a collection of objects that the learner can explore. He can select any object to hear its name and information about it. These activities are designed to prepare the learner for the Assess activities.

You or the learner can select the **Done** button after exploring all the objects on the screen.



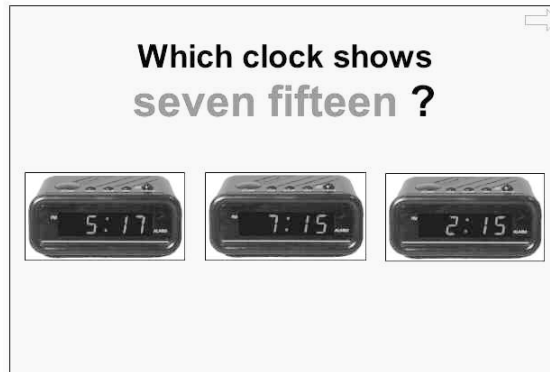
## Assess

In the **Assess** activities, the learner can show his understanding of each of the skill areas. Before each question is asked, the learner sees a scene from the story that relates to that skill area.



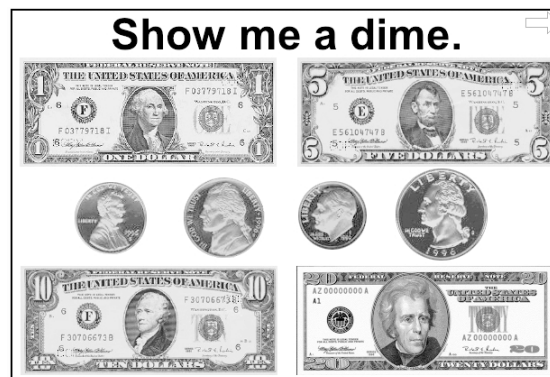
*Adam gets up at seven fifteen.*

Then the question is presented with three possible answer choices:

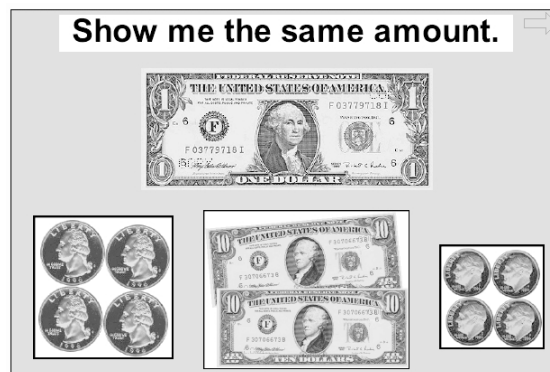


The *Using Money* section is divided into three activities because this area is more complex than some of the others.

In *Money Names*, the learner is asked to identify each of the coins and bills presented in the Explore activity.



In *Money Equivalents*, the learner is shown a coin or bill and is asked to select a combination of coins or bills that has the same value.



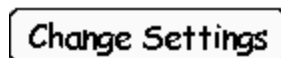
In *Counting Money*, the learner is asked to find the exact amount of money in the question. The feedback for an incorrect answer is either “This is too much money” or “This is not enough money,” which provides helpful information to the learner.



## Setting and Changing Preferences

There are several preference settings you can change that affect all the activities. These preferences are also printed on the reports to serve as a record of the settings used during the session.

The current preference settings are displayed at the bottom of the screen. When you change settings, the information in this display is updated. The settings most recently saved are in effect when you start Stage Six.



To modify preferences, click the Change Settings button. The Preferences options are shown below.

### Stage Six Preferences

Select an input method to set or change options:

☒ **Mouse**  
 ☐ **Touchscreen**  
 ☐ **Auto Scan**  
 ☐ **Step Scan** keyboard,  
 ☐ **Pointer**

switch      IntelliKeys, 2 switches      with dwell

Select cueing and feedback options:

Prompt/Feedback

Reward

Highlight

Sound

The following descriptions will help you choose settings. To make or change a setting, click the radio button for the item.



### *Input Method*

Click the radio button for the input method the learner will be using to make or change settings. Options for the input method will appear in the lower half of the screen.

☒ **Mouse**

Choose **Mouse** if you are using a device to point and click. This is the initial setting. You can also choose this setting if you are using a head pointing system with a click option.

☐ **Touchscreen**

Choose **Touchscreen** if you are using a built-in touchscreen or a touchscreen device that you attach to the monitor. You can choose whether to have the action occur when the learner presses down on an object or when the touch is released (the standard setting).

☐ **Auto Scan**

Choose **Auto Scan** to use a switch that is set to emulate a mouseclick. The switch mode is autoscan or linear scanning. Each object on the screen highlights one at a time, in order. Press the switch to activate the highlighted object. If you wish to step scan with two switches, choose the Step Scan input method and refer to the instructions on page 26.

#### *Setting the scan rate*

At the bottom of the screen, you can change the scan rate, the speed at which objects are highlighted. Choose from:

- ☐ **Slow (3 seconds)**
- ☒ **Medium (2 seconds)**
- ☐ **Fast (1 second)**

You can also enter a different number of seconds (from .5 to 10) in the text box on the right side of the screen.

#### *Starting scanning*

Press the switch to start scanning in the activities. A learner can also use the switch to select buttons in the activity choice screens. Activate scanning by pressing the switch or mouse button when the mouse pointer is over the background.

#### *Pausing scanning*

You can pause scanning by pressing the <Esc> key or by waiting for several cycles through all objects to be completed. In screens with 2 or 3 objects, autoscanning pauses after 5 cycles. In screens with more than 3 objects, autoscanning pauses after 3 cycles.



When scanning is paused, you can use the mouse to click on the Exit, Done or Report button to end an activity.

To restart autoscanning, press the switch or mouse button.

#### *Using a Discover:Switch*

If you are using a Discover: Switch™ (Madentec, Inc.), the first time you use the Stage Six activities, you will be prompted to select a setup. This prompt occurs two times: once for the application that launches Stages and once for the actual Stages application. For both, choose the setup named “\*Click Only Single Switch” (Macintosh) and “Click Only Single Switch.sus” (Windows). You will hear a beep when the Discover Switch activates. For best results, choose a slow scan rate.

#### *Using the Crick USB Switch Interface*

Please refer to the Q&A section of this binder for information on using this switch interface box.

#### *Autoscanning using a switch with IntelliKeys*

Choose the Auto Scan input method if you want to autoscan using a switch connected to IntelliKeys, or press IntelliKeys as if it were a switch.

Click the check box shown below to ensure that this information is included in the report.

☒ The switch is connected to IntelliKeys or the learner is using IntelliKeys as a switch.

The Stages Autoscan overlay, which sends a mouse-click, will automatically load. With Windows, you must turn on Num Lock and check the “Use MouseKeys” option in the Accessibility Options Control Panel.

## ☒ **Step Scan**

Choose **Step Scan** if you are using a regular or alternative keyboard or two switches to step scan. Specify which input device you are using so that it will be reported correctly.

☐ **IntelliKeys keyboard**

☒ **Standard keyboard**

☐ **2 switches**

The Stage Five software automatically loads the Stages Stepscan overlay if it detects that IntelliKeys is attached. Follow the directions on the Stages CD to print a copy of the overlay. (Refer to Stage 6 Read Me file in the Read Me folder in the Overlays folder on the Stages CD.)



- Press the right arrow on the overlay, switch 1 or <Tab> to step forward from object to object.
- Press the left arrow on the overlay, or <Backspace> or <Delete> to step backward from object to object.
- Press the target in the middle of the overlay, switch 2 or <Return> or <Enter> to select the highlighted object.

## ☒ **Pointer** (with dwell)

Choose **Pointer (with dwell)** if you are using a head pointing system or other pointing device (such as a joystick or trackball) that does not provide a means of clicking. Instead, aim the pointer at a target for a period of time to select it.

When the pointer highlights a target, a dwell period begins. An animated “counting fingers” cursor shows the dwell elapsing. When the dwell period is over, the target’s action occurs. To make the target perform its action again, move the pointer away from the target, then back to it.

### *Setting the dwell time*

At the bottom of the screen, you can change the dwell time, the length of the dwell time before the target is selected.

Choose from:

☐ **Long dwell (3 seconds)**

☒ **Medium dwell (2 seconds)**

☐ **Short dwell (1 second)**

You can also enter a different number of seconds (from .5 to 10) in the text box on the right side of the screen.

To cancel a dwell in progress, move the pointer to the background or to another target.

### ***Prompt and Feedback Options***

Click the buttons for the prompt and feedback settings you want to adjust. Options for these settings will appear in the lower half of the screen.

You can adjust the type and frequency of the prompt, which gives instructions to the learner.

#### **Prompt/Feedback**

The Prompt/Feedback setting affects how information is presented to the learner: the story narratives and all questions, instructions, and informational feedback. Choose from three types of presentations:

☒ **Multisensory**   ☐ **Visual**   ☐ **Auditory**

The *Multisensory* setting combines visual and auditory instructions. This is the initial setting.

A *Visual* setting displays words and text. There is no speech or sound with a Visual setting.

An *Auditory* Setting presents speech to the learner. There is no visual cue with an Auditory setting.

Being able to separate the visual from the auditory components allows you to determine whether your learner can read the text or is relying on the auditory speech readback.

You can also set the frequency of the prompt, or how often it occurs.

☐ **Every 5 seconds**   ☐ **Every 15 seconds**  
☒ **Every 10 seconds**   ☐ **Never (no prompts)**

You can choose to have a prompt occur every 5, 10, or 15 seconds, or have no prompt at all ("Never"). The initial setting is 10 seconds.

When scanning is active, the prompt timing does not begin until scanning pauses after several loops through all objects.

### Reward

The reward occurs after correct answers in Assess activities. You can choose child-oriented animated rewards with music and speech or teen/adult-oriented rewards with speech (the initial setting). The reward for each correct response is picked at random from a set of 5 possible rewards of the specified type.



☐ **Child**



☒ **Teen/Adult**

### Highlight

You can choose the color and thickness of the highlight border. Select a border size of 1, 4, or 7 pixels (screen dots), no border (0 pixels), or enter a custom size from 1 to 14 pixels. The initial setting is 4 pixels.

Select a color: red, white, magenta, yellow, black, cyan, green, or blue. The Sample Border box will show the effects of changing the size or the color. The initial setting is red.

### Sound

You can choose whether you want to hear a sound when objects are highlighted either by scanning or by moving the mouse pointer to an object. The initial setting is No Sound.

☐ **Sound**

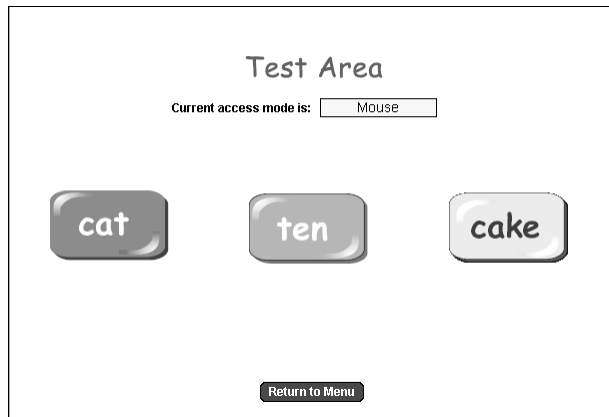
☒ **No Sound**

Move the mouse over the note graphic to hear the highlight sound.

### Test Area

(Try out preference settings.)

Click the Test Area button to try all the preference settings you have chosen, except prompt type and frequency.



When you are done setting preferences, click the Exit to Activities button to return to your last screen.

## Stage Six Menus (and exiting Stage Six)

Stage Six offers several menu options. Select an item from the menu or use its keystroke equivalent, listed below.

**Open Onscreen Keyboard:** This menu item appears only when Stage Six is run on a Mercury or MiniMerc computer (from Assistive Technology, Inc.). Choose this option when you need to type and an external keyboard is not available.

**Start Over:** Return to the opening screen. You will lose any data that has been collected for the learner.

**Save:** Save the current report information to a file (see page 37). This option is available only in the report.

Macintosh: ⌘S      Windows: Ctrl-S

**Print:** Print the current screen.

Macintosh: ⌘P      Windows: Ctrl-P

**Choose a New Stage:** (All-in-One Stages CD only)

Return to the main Stages menu. (You can also select the Exit Stage Six button at the end of the report.)

Macintosh: ⌘N      Windows: Ctrl-N

**Quit:** (Stage Six CD only)

Exit Stage Six. (You can also select the Exit Stage Six button at the end of the report.)

Macintosh: ⌘Q      Windows: Ctrl-Q



# Presenting the Activities

Now that you have explored the activities on your own, you are ready to use them with a learner. It is important to use the assessment activities as intended and also to set up an appropriate environment for the learner. This section will help you and your learner get the most out of the assessment activities.

## When and How to Use the Assessment Activities

Stages assessment activities are not designed for everyday practice. They are designed to help you measure progress within each Stage of development. Use the activities to help determine exactly which skills require more practice using third-party software.

Stage Six activities help you observe the learner's understanding of traditional community-based independence skills. Use these activities to determine the specific skills that require more practice. The learner needs to solidify these skills before he can grow further into a more traditional work place or living environment. The Stage Six assessment can also give you information on the degree of support a learner will need in various situations.

The Stages philosophy advocates a competency-based observation approach to assessment. Knowing exactly what a learner can do gives you the opportunity to design a custom curriculum perfectly tailored for that individual.

Use the accompanying Observation Form, along with performance reports printed from within each activity, to form a foundation for generating an informal competency-based assessment report. As the learner uses the activities, make observations on the forms that have been developed to address this Stage. Use the onscreen reports as well as written notes you make on the Observation Form provided on page 47. Add your own category of observation on the form under "Additional Observations."

Use these results to determine which Stage is appropriate and to select target skills toward which the learner will work

to achieve. Then put the Stages activities away while the learner works in a practice environment of appropriate software from many manufacturers, which are recommended for that Stage.

After the learner has worked and practiced the target set of skills, return to the Stage Six assessment activities. Administer the activity again and compare your results. Is the learner making progress? Is the learner ready to move to another Stage?

Work alternately with Stage Six assessment activities for assessment and the third party software for practice. Keep a portfolio of the observation results as well as any visual documentation available (photos or video). You can also keep any printouts that might be available from the practice software to document steps toward achievement.

## **Preparing the Environment**

The environment for evaluating a learner's functioning stage should be a familiar one. It should be the place where he typically works, lives, and plays. Unfamiliar environments are a curiosity—a learner will attend to the details around him that are different more than he will attend to the activity we want him to use. We want to avoid as many new variables as we can, helping the learner feel the comfort of the cognitively familiar environment. When the assessment activity is introduced, he can then concentrate on the new behavior or content rather than on environmental distracters.

Because the Stages philosophy is sensitive to multiple facets of the learning process, consider the physical comfort of the learner. Make sure that the assistive technology team gives input to the access device selection and proper positioning of the learner in the physical environment. Be sure the learner's environment is optimal for success.

- Can the learner see the screen without glare or visual strain?
- Is the volume of sound from the computer adjusted to a comfortable level?
- Is the learner seated at the computer properly?



- Is the access device stable and in a position for consistently reliable use?
- Have the computer control panels been adjusted to maximize learner performance?
- When was the learner's last meal or snack? Does he have the proper fuel to work?
- Have necessary medications been administered properly?

In short, consider every aspect of the learner's physical comfort to be confident that a solid learning environment is available for optimum learner performance.

## **Adult Role in the Observation Process**

The learner will be making choices during these assessment activities. It is important that the work be that of the learner, not of the adult(s) or other learners in the environment. Give encouragement, but do not give the answers to the questions. Support the learner by urging him to respond and praising his attention to the tasks. Take care not to prompt the learner unnecessarily (see below).

Try a sample activity, assisting with physical movement to help orient the learner. For example, it's fine to guide the learner's actions in a hand-over-hand movement for one sample activity. Then encourage the learner to try more activities on his own as you slip into a more passive role.

In addition to physical comfort, consider the emotional side of a Stage Six learner during the assessment process. The Stage Six skill areas are part of traditional school curriculum, and may have been addressed for quite some time. Self-esteem needs to be consistently reinforced as he ventures into the Stage Six skill areas. Keep the learner's routine and environment consistent so that he doesn't feel pressured to perform differently. If the learner is accustomed to using manipulative objects, such as fake money, or perhaps a calculator, keep these items available to him. This will give you an opportunity to see if he uses them to respond to the assessment questions.

## Sample Verbal Prompts and Feedback

Stage Six activities are challenging because they measure skills in the real-world settings a learner may face in the future. Choose Prompt and Feedback settings carefully to accomodate this different learning environment. For example, if you want to make the activities appear to be self-paced, and permit the learner to have as much time as he needs to respond, select Never (no prompts) from the prompt frequency section of the prompt settings screen. On the other hand, if you want to remind him of a question periodically, select a timed prompt. Strive for learner independence while creating the ideal computer-based environment for keeping the learner focused on his task.

Encourage the learner verbally, both to cue and to reinforce the target behavior of access to the device and to answer the questions. However, allow for adequate response time before prompting the learner yourself, especially if you believe he understands the content.

Stage Six learners generally know when they have made a mistake. Encourage them if this should happen. Here are some prompts to consider:

*When the learner makes a mistake:*

- That can be so confusing.
- Sometimes I get mixed up too.
- That's ok, keep working. You are doing great!
- Oh, that's (fill in the correct response). Now I see!
- Uh, oh! (light-hearted)

*When the learner is successful:*

- You are right, hooray!
- Way to go, (use learner's name)!
- You are really watching those choices carefully!
- Awesome! or Excellent! (or other contemporary expression)
- Fantastic!
- How did you get so smart?

*Keeping the learner on task:*

- This is fun! Let's do more.
- I can't believe how hard you are working. Keep it up.

- I'm so proud of you, (use learner's name).
- Keep on working; you can do it.
- Great work! Keep it up.

While it is important to encourage the learner and praise attention to both the behavior and the content, it is even more important not to interfere with the learner's performance. If he doesn't find the target object, or if he doesn't know a word, let that happen. The information gathered will help you identify areas for further study. It is important that the work be that of the learner, not of the encouraging and well-meaning adult.

## Viewing and Using the Reports

At the end of each activity (except the Stories), you can see a report of the learner's session. You can look for a learner's improvement over time by administering the activities again and reviewing the resulting reports.

The report is automatically generated using information about the settings used and data gathered about the learner's performance. At the top of the report is information based on the general settings. The bottom portion of the report displays specific data that was gathered during the session.

**The reports help you watch for improvement over time.**

### *Learner's Name:*

This is the name that you entered when you started the activities. You can edit the name on this report now by clicking in the name text box and changing the name.

### *Input Method:*

This is the access method that you selected in the Preference Settings screen. If you did not change this setting, the default value of Mouse is displayed. If the input method is Auto Scan or Pointer, the scan rate or dwell time is also displayed.

### *Prompt Frequency:*

This is the frequency of prompt that you selected in the Preference Settings screen. If you did not change this setting, the default value of 10 seconds is displayed.

***Prompt Type:***

This is the type of prompt and feedback that you selected in the Preference Settings screen. If you did not change this setting, the default value of Multisensory is displayed.

***Date and Time:***

The date and time that the report was generated is displayed at the bottom of the screen. If this information is not correct, check the setting of your computer's clock.

***Number of Presses:***

In Explore activities, how many times did the learner select each object?

***Number of Tries***

In Assess activities, how many attempts did the learner make to find the target object? If the learner is correct on the first try, the number in the Tries column will show you that only 1 attempt at the target was made. A low number of tries indicates successful identification for that target. If a 2 appears under Tries, the learner was correct on the second try. A 3 indicates that the learner was not able to find the correct answer; rather, the computer presented the information to the learner.

***Time on Activity:***

How long did the learner spend on the activity? The timer starts when the first screen for the activity opens and ends when the last screen of the activity closes. The duration is displayed in minutes and seconds. Example: 1:06 = 1 minute and 6 seconds.

***Did Learner Finish:***

Did the learner complete the activity? If the learner responded to all questions and finished the activity, the word "Yes" appears in this column. If the adult used the arrow at the upper right of the screen to cancel the activity, the word "No" is displayed.

## *Printing the Report*



Click the Print button or choose Print from the File menu to print the report screen. This report looks different than a printout of the disk file, which is only text; however, the information is the same. You can also use the keyboard command for your computer:

Macintosh:   ⌘P  
Windows:     Ctrl-P

## *Saving the Report*



To save the report, click the Save button or you can also use the keyboard command for your computer:

Macintosh:   ⌘S  
Windows:     Ctrl-S

**STAGES REPORT  
WIZARD  
automatically  
graphs the data  
saved in your  
reports.**

A dialog box appears with a file name that describes the content of the report. You can change the name of the report if you prefer. On a Windows computer, it is important to keep the ".txt" extension at the end of the file name so that it will be recognized as a WordPad document. If a file with the same name already exists in the folder, you can either replace it with the contents of the new file or choose a different file name.

The first time during each session that you save a report, a default file location is used. On a Windows computer, this location is the "C:\My Documents" folder. (If this folder does not exist, the Desktop is used instead.) On the Macintosh, the default location is usually the main folder of the hard drive. (If the location is the CD and not the hard drive, refer to the Q&A section of this binder for instructions on how to change this.)

You can browse to select a different folder for your reports and even create a new folder. Future reports that you save during the same session will use the previously selected save location. If you are using Stages Report Wizard, save all the learner's reports to his or her folder in the My Stages Reports folder.

For information on importing the saved report files into other applications, refer to the Q&A section of this binder.

## *Finishing the Report*



After viewing and printing the report, click the Done button at the bottom of the screen. You can then:

- change to a different learner;
- choose another activity of the same type;
- change to a different activity or change settings;
- quit the program.

Note that leaving the report will erase all current data.

# Observing the Learner

## **Making Observations**

The child should be familiar with the teacher or therapist who will work with him on the Stages activities. The teacher or therapist may gain tremendous insight about how the learner thinks and where his abilities break down during the assessment activities.

Generally, the learner should not see you recording his performance. It's ideal if another adult who is commonly in the learning environment can record the observations. One adult can encourage the learner and the other can record behaviors during the assessment activity without being noticed by the learner.

The accuracy of the data collected during the session is validated when two adults in the same environment observe the same behaviors. Finally, an ideal environment would include an unobtrusive video or still camera. Documenting a learner's performance allows the IEP team to observe results as part of the reporting and assessment process.

Is the learner properly positioned in the learning environment? Is the learner comfortable? Only if you are confident that the environmental conditions are conducive for evaluation can the results be considered.

## **Observing Explore and Assess Activities**

Explore activities are designed to let the learner investigate content at his own pace for as long as he likes. By seeing consistent representations of real world concepts, he is able to make associations and learn. Look for data that indicates a longer time on task and activation of all targets to indicate interest in the content being presented.

If the learner finds the target on his first attempt in the Assess activities, this is a good indication that he is achieving

Stage Six skills. Did he complete the activity? If not, this indicates that he needs to do more work in this area. Perhaps he needed to hear the question (prompt) repeated more frequently.

Was he paying attention? Did he require prompting from you? He may need more practice with Stage Six activities but seems to demonstrate emerging skills. Did he find the target on the third attempt most consistently? That could mean he matched the response to the question but didn't necessarily understand the target. This indicates that further work is needed, as matching and demonstrating understanding are two different areas of assessment.

## **Interpreting Observation Results**

Work with another observer and use the Observation Form to record learner behavior during the activities. Watch for the behaviors identified on the forms; add your own under "Additional Observations."

Observe the learner's enthusiasm toward the activity. If the learner seems very confident and excited, that might indicate his eagerness toward independence and/or community activities. If the learner expresses frustration or responds negatively to the activities, it might point toward several different considerations. Can the learner use the access device comfortably? Does the learner need more practice with Stage Six content? Consider both process and content when interpreting learner behavior and vocalizations.

A Stage Six learner must have complete comfort and success using his access device. He needs the device to support him in using both letters and numbers fluently as some Stage Six and Stage Seven skills emerge. Observe the learner's comfort with the access device. Make sure that an appropriate access process—pointing and clicking, making choices—leads to unlocking what the learner knows about the content. If there is any doubt, it is imperative that an assistive device assessment be conducted before Stage Six assessment activities are administered.



**Combine  
notes of your  
observations  
and report  
data into the  
learner's  
portfolio.**

In Stage Six we begin to see the learner demonstrate functional skills. Be sure you have set the stage for the assessment activities carefully. While the computer gives you data on actual performance for each question asked during the activity, the Observation Form provides you with an opportunity to discuss the learner's behavior and your personal impressions of what occurred during the assessment. Here's where you might comment if you felt that the learner really did understand a question, but responded incorrectly.

Stage Six assessment software cannot measure every functional skill. However, a careful observer can watch and note these behaviors and skills to provide a more comprehensive assessment.

Stage Six learners should be working on Stage Seven writing skills at the same time that they are working on their functional curriculum. Stage Six learners are not expected to write for academic purposes, but they are expected to master functional uses for writing. For example, writing out a list of needed items before going to the grocery store can result in a more successful shopping trip.

Another example of functional use of writing is filling out a job application, and writing an address and telephone number on a form for a potential employer. Early Stage Seven writing skills are essential for a Stage Six learner's success in everyday activities.

**Question 1** asks you to observe the learner's interactions with the Stories that depict Stage Six skills in real world settings. Does he seem interested in these stories? Is he enjoying and/or paying attention to the stories? If so, this may indicate that he is ready for Stage Six learning and/or that he has already begun to master some of the identified skills.

**Question 2** asks you to observe who is actually making the choices during Explore activities. These open-ended activities allow the learner to explore for as long as he likes. If he seems distracted or if the adult makes the choices and needs to reorient the learner, this may indicate that he needs to use activities in other software. If the learner is engaged or

deliberate about the activity, this may indicate that he is ready to apply Stage Six skills in the community.

**Question 3** asks you to observe the learner's ability to tell time correctly. Does he tend to prefer some types of clock faces to others and therefore respond to only those questions correctly? Errors or confusion indicate which clocks need more study.

**Question 4** asks you to observe the learner's ability to apply basic money skills correctly. Does he tend to understand some coins or bills better than others, and therefore respond to only those questions correctly? Errors or confusion indicate which denominations need more study.

**Question 5** asks you to observe the learner's ability to dress appropriately. Does he tend to select only certain articles of clothing, and respond correctly to only those questions? Does the learner practice making such choices on a day-to-day basis? Did he understand how to make the choices in these situations? Errors or confusion indicate which situations or articles of clothing need more study. It might also indicate how to coach the learner in considering the weather or other variables when making clothing selections.

**Question 6** asks you to observe the learner's ability to identify community-based universal symbols. Does the learner tend to identify some symbols better than others and therefore respond to some questions incorrectly? Errors or confusion indicates which symbols need more study. It might further indicate how to coach the learner in the appropriate use of environmental cues. Response patterns can also help identify specific socially-appropriate behaviors that need further study.

**Question 7** asks you to observe the learner's ability to use objects correctly. Does he identify the use of some objects better than others and therefore respond to some questions incorrectly? Errors or confusion indicate which objects and functions need more study. It might further indicate how to coach the learner in some vocabulary enrichment and socially-appropriate behaviors.

**Question 8** asks you to observe the learner's ability to generalize situations by connecting classroom or home-based coaching to real-world situations. Does the learner seem to understand the concept of how one object relates to another? Does he understand that if he personally uses an object, others use the same object for a similar purpose in other situations? If the learner does not seem to understand this connection, he may need to study this concept further.

**Question 9** asks you to observe the learner's personal interest in being more independent. Does he inquire about age-appropriate activities? Does he ask to participate? Does he express an interest in being able to do things that his peers are doing? If not, it is an indication of areas that need more attention.

**Question 10** asks you to observe if the learner requires any manipulative objects or encouragement by others to succeed. Are there particular environmental conditions under which he works best? If so, this indicates which supports are needed in settings with a job coach or living assistant. If not, this indicates the learner has a higher level of independence.

## **Interpreting Report Data**

### *Telling Time*

In this activity, correct responses and distracter targets were carefully coordinated to help you look for patterns in mistakes the learner makes. Incorrect responses are sometimes the mirror image of the hands on an analog clock. If the learner selects the mirror image of the correct response, perhaps vision is an issue to consider. Another variable in analog clock distracters is reversing the position of the long and short hands on the clock face, so that the hands are positioned backward, but still point to the same numbers. Does the learner understand how to read the long and short hands on a clock?

For digital clocks, the distracter targets are scrambled digits of the correct response. Does the learner understand which numbers indicate hours and minutes? Watch for inconsistencies in incorrect responses based on these variables to know how to teach these skills. Once the learner consistently

understands both analog and digital time telling with reliable accuracy, he can begin to apply these skills in functional ways, such as knowing when a movie will start or when a bus will arrive.

### *Using Money*

Often the distracter objects involve scrambled numbers. Does the learner reverse numbers when he reads them as he makes change? Sometimes the distracters offer the correct numbers in the wrong place, which makes the value of the amount incorrect. Does the learner understand place value? Does he understand how to count money? Once he consistently understands the names and values of currency, and can make change with reliable accuracy, his potential for employment increases dramatically.

### *Getting Dressed*

Everyone has favorite clothing or emotional connections to apparel selections. We all want to appear our best under all circumstances. A Stage Six learner needs to focus on situational and environmental variables when he dresses himself. Does he select a particular article of clothing because it is his favorite color, or because it suits the situation best? Once the learner understands how to dress with reliable accuracy, a more independent living and work arrangement might be considered. The learner's self esteem and social development are directly tied to this skill because getting dressed involves personal decision making.

### *Looking at Signs*

Everyone uses community-based symbols. Safety depends on reliable navigation of work environments to find elevators, telephone booths and exits independently. Does the learner know how to read and apply his understanding of these symbols consistently and reliably? Are only some symbols understood?

### *Using Objects*

Functional use of objects is a critical independent skill. If the learner goes to work, does he remember to bring his house key so that he can get back into his house after work? These fundamental understandings can make all the difference in planning for safety and independence at work and at home. Does he understand the proper use of everyday objects?

Does he know how to plan for using them? The more independent a learner is within all environments, the more likely he will have a stronger sense of accomplishment and be encouraged to grow toward autonomy.

In reality, it is not likely that an adult with a cognitive delay would work or live completely independently in the community. Group homes offer individualized support so that the individual can live and socialize safely and as independently as possible. Job coaches offer individualized support so that the worker can contribute without compromising his employer or other employees. The amount of independence a delayed learner has at home or at work depends on skills he masters, and on his self-esteem and confidence.



# Observation Form—Stage Six

Learner's Name \_\_\_\_\_

Recorder's Name \_\_\_\_\_

Other Observer's Name \_\_\_\_\_

Date \_\_\_\_\_

Setting for Observation \_\_\_\_\_

Using informal observation techniques, record the following information so that you can accurately interpret learner performance.

## ***Assessment Environment:***

View the screen on the same eye level as the learner. Is there a glare on the screen?

\_\_\_\_\_ Yes \_\_\_\_\_ No

(If so, adjust window blinds, reposition the computer and learner's seat, or construct a shade for the monitor to eliminate the glare.)

Describe the setting:

\_\_\_\_\_ learner's regular setting \_\_\_\_\_ familiar but not everyday \_\_\_\_\_ unfamiliar

Position the learner is facing:

\_\_\_\_\_ toward the center of the room

\_\_\_\_\_ away from the center of the room

Are there any distracting objects nearby? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the learner properly positioned? \_\_\_\_\_ Yes \_\_\_\_\_ No

Should these or any other factors be considered when interpreting results?

\_\_\_\_\_  
\_\_\_\_\_

**Copy these pages before recording your observations.**

(This form is also provided as a PDF on the Stages CD.)

(over)

## *Stories*

1. Was the learner paying attention to the Stories? How do you know (body language, verbal affirmations)? ☐ Yes ☐ No

Did the learner seem to have a connection to the character in the story or to actions in the story? For example, does he also work, and did he recognize activities that are similar to what he does? How do you know (smiles, body language, conversation or comments)? ☐ Yes ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## *Explore Activities*

2. How did the activity end?  
Who selected the Done arrow? ☐ Adult ☐ Learner

Was the learner interested and paying attention? ☐ Yes ☐ No

Does the Time on the Activity measure in the report screen indicate true behavior?  
☐ Yes ☐ No

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did the learner click on any background objects rather than target objects?  
☐ Yes ☐ No

If Yes, do you think the learner understood the directions? ☐ Yes ☐ No  
Was the learner exploring? ☐ Yes ☐ No

Was there a pattern to the learner's exploration? For example, did the learner tend to select objects in only one section of the screen? ☐ Yes ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### *Assess Activities*

3. In the **Telling Time** activity, did the learner prefer a specific type of clock (analog or digital)?    ☐ Yes    ☐ No

Was there a consistent error pattern? For example, did the learner click on a specific time or clock face consistently, rather than the one that was asked for?  
     ☐ Yes    ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. In the **Using Money** activity, did the learner show a preference for a specific coin or bill? Was there a consistent error pattern? For example, did the learner click on a specific target consistently, rather than the one that was asked for?  
     ☐ Yes    ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. In the **Getting Dressed** activity, did the learner show a preference for a favorite article of clothing, rather than making a decision based on the activity?  
     ☐ Yes    ☐ No

6. Does there seem to be any pattern of error? For example, did the learner seem to consistently select a particular type of clothing?  
     ☐ Yes    ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. In the **Looking at Signs** activity, did there seem to be any pattern of errors? For example, did the learner seem to be confused by the difference between the men's and women's rest room symbols? \_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. In the **Using Objects** activity, did there seem to be any pattern of errors? For example, did the learner seem to select favorite or more familiar objects rather than the target object? \_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Did the learner indicate any real world or personal associations? For example, while interacting with any of the content, did he comment about similar situations in his own life? Did he generally understand that everyone uses a spoon for eating food or a clock for telling time? \_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Did the learner indicate an interest in becoming more independent in any areas of his life? Was this interest related to work or to home? What was indicated, and how did you know? \_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Did the learner use any manipulative objects to facilitate his success (calculator, fake money for counting, etc.)?  
\_\_\_\_\_ Yes    \_\_\_\_\_ No

Did he require an external prompt from anyone during the assessment? Were any of the prompts suggested on page 34 of the Stages User's Guide necessary for his success?  
\_\_\_\_\_ Yes    \_\_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Additional Observations:

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**Place this form and report printouts in the learner's portfolio.**

Additional Observations (continued):

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# Practice Software for Stage Six

## General Software Considerations

**Look for ways to adjust Stage Six software for your learner.**

It is important to note that many software programs suggested can be recommended at more than one Stage. These programs provide varied content and malleable preference settings that allow for custom presentations.

By making adjustments to such areas as input option or specific content for an activity, you can use the same software program successfully at several Stages. For example, you may turn off animation for learners who might have a startle reaction to that event on the screen. Or you might turn on auditory prompting for learners who have visual challenges. Use every possible setting to best support and facilitate the learning process and customize the content of the activity.

Keep in mind that Stage Six software may be used recreationally for a learner who is functioning or developing skills at another Stage. The design of the software and its content, graphics, and sound would be familiar or easy to grasp. This comfortable environment could serve as fun and relaxing play or provide a practice arena.

Stages recommends individual software titles because they are effective and valuable resources that help our target learners accomplish their developmental goals—not because they are the most dynamic or up-to-date. In fact, some recommended programs have been available for several years and may appear to be outdated. Oftentimes recycled or older computer equipment is what's available for our target learners. As long as the software offers valuable activities and still may be found in schools or homes as of the publication date of this guide, it remains on the list.

## Exploring Software Settings

Software that is appropriate for Stage Six is available from many developers. These recommended programs are included in the feature Comparison Chart that follows. As you look to identify software that is appropriate for an individual learner, keep the following in mind.

### *Input modes*

Software appropriate for use at Stage Six generally expects a mouse click or keystroke from a standard or alternative input device to select targets on the screen. A menu of input device options should be available in the software, as well as a way to indicate which selection key is active. This way the software knows whether to watch for a click or selection key, and what type of device is making the selection.

While not all software accommodates this type of fine-tuning, sometimes the access device itself will have preference settings, which you can adjust to create the same effect for the learner's access environment. Work with the assistive technology team or specialist to determine the best way to configure the environment for success.

### *Adjusting settings for various types of learners*

Explore settings that fit the learner's preferences and needs, but don't feel you need to try every available setting, as the learner may become confused. At Stage Six, the computer environment must be consistent or the learner won't establish the connection between his behavior and the results that happen on the screen.

In all Stage Six software, look to see if there is an option to add your own images and sounds, as well as to tailor the presentation of the content. At Stage Six, we want images and sounds that are both familiar and comfortable for the learner. We also want to customize the content so that only skills in need of practice appear in the computer activities. For example, if the learner has mastered the names of currency, but not the values, you may be able to customize money activities so that only the ones needing practice appear on the screen. Since only some software programs permit such customizing, consider other ways to customize the interaction.

The key is to help the learner generalize his understanding of these computer-based skills into real world environments and circumstances. One way to facilitate this understanding is by using manipulative objects. For example, setting up a simulated store or creating other opportunities to practice using money would be a wonderful simulation and application activity. Pointing out clocks in various environments is another practice strategy. Constantly look for opportunities to apply the content in pragmatic ways.

## How to Use the Chart

The chart on the following pages compares recommended software for Stage Six. Each title offers specific features that may be critical to a learner's success. Use this chart to help determine which software might be most beneficial for your particular learners.

Frequently a publisher will make multiple abilities levels available within the same software program. Be sure to pay close attention to the options and settings within the practice environments and make sure that only the appropriate target skills are reflected in the activity's content settings.

The titles are arranged alphabetically by title within the following categories:  
*Community Independence, Money, Time, Appearance, Job Skills, and Functional Skills.*

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The following terms are used in the chart.

<b>Title</b>	The name of the software program.
<b>Publisher</b>	The name of the company that makes or sells the software.
<b>Platform</b>	<p>The types of computers that can run the software.</p> <p><i>Mac:</i> Macintosh® computers</p> <p><i>Win:</i> PC computers running the Windows® operating system</p> <p>Software is available on CD-ROM, unless otherwise noted.</p> <p><i>Mac/Win:</i> This software is available for both platforms on the same CD.</p> <p><i>Mac, Win:</i> This software is available for both platforms, but may be packaged separately.</p>
<b>Access Options</b>	<p>The types of input methods that the program supports.</p> <p><i>Keyboard:</i> You can use a standard or alternative keyboard such as IntelliKeys® or an accessible onscreen keyboard.</p> <p><i>Mouse:</i> You can use a standard mouse or mouse emulator, which you can use to point and click.</p> <p><i>Touchscreen:</i> You can use a touchscreen, either built into the computer or attached to a monitor.</p> <p><i>IntelliKeys:</i> This program is set up to use an IntelliKeys® alternative keyboard from IntelliTools, Inc.</p> <p><i>Switch:</i> You can use a switch with this program.</p> <p><i>Other:</i> Any other methods supported by the software.</p>



<b>Curriculum Areas</b>	The main topics addressed in the software.
<b>Content</b>	More detailed information about the content in the software.
<b>Presentation of Instructions</b>	How the instructions for the program are presented. <i>Auditory:</i> Sound plays or spoken text occurs. <i>Visual:</i> An animation or graphical image is displayed. <i>Multisensory:</i> Both sound and animation are played.
<b>Feedback Type</b>	The event that occurs when the learner uses the device. <i>Auditory:</i> Sound plays or spoken text occurs. <i>Visual:</i> An animation or graphical image is displayed. <i>Multisensory:</i> Both sound and animation are played.
<b>Graphics</b>	Whether the graphics are appropriate for child, teen or adult learners, or if the graphics are generic (can be used by any age).
<b>Record Keeping</b>	The data that is collected by the software to keep track of the learner's actions while using the program. In these charts, a reference to "time" indicates the amount of time spent on the activity.
<b>Can Activity be Saved or Printed?</b>	Whether the software allows the activity or screen to be saved or printed. (Generally, the screen image can also be captured using system keystrokes, such as ⌘-shift-3 on the Macintosh or <alt><Print Screen> on a Windows machine.)
<b>Customizing Options</b>	The main features of the program that can be adjusted for an individual learner.
<b>Keyboard Shortcuts</b>	Major keystroke commands for changing settings, ending an activity, and exiting the program.
<b>Other Settings and Features</b>	Additional capabilities of each program are included here.
<b>Also appropriate at:</b>	Other Stages at which this title may be appropriate are listed. You may need to change settings within the software to make it function suitably for learners at these other Stages. Using software at more than one Stage can help reinforce prior learning, introduce new concepts in a familiar environment, and extend the useful life of software in your collection. <b>Note:</b> the last page of the chart lists titles in other Stages that may also be appropriate at Stage Six.

## Stage Six Software Comparison Chart ❖ Telling Time

Title	Clock Shop	Learning about the Time of Day†	Learning to Read Clocks†
Publisher	Nordic Software	IntelliTools, Inc.	IntelliTools, Inc.
Platform	Mac / Win	Mac	Mac
Access			
Keyboard	(required for games)		
Mouse			
Touchscreen			
IntelliKeys		(overlays included)	(overlays included)
Switch			
Other			
Content	Multiple activities. Telling time, clock math, time terminology. Digital and analog.	a.m. and p.m., digital and analog clocks, and estimating time of day for real-life activities	Learner explores clocks or takes a quiz
Instructions			
Auditory	(option to read text)		
Visual	(text)		
Multisensory			
Feedback	advances when correct	after four incorrect answers, shows correct answer	No incorrect choices, but unfavorable choices generate response-related feedback
Auditory	(on incorrect)	(increasing specificity)	
Visual			
Multisensory			
Graphics	child	child and teen/adult	child and teen/adult
Record keeping	individual player names, game score, time earned		
Can activity be saved or printed?	print worksheets and progress reports	print follow-up activity sheet and save custom quizzes	print follow-up activity sheet and save custom quizzes
Customization options	number of questions, number of tries, type of activity		two levels of difficulty; choose from 3 lists of 8 signs
Keyboard Shortcuts	exit button: main menu		
Other settings and features	Built-in help (direction) screens, game feature. Sound/voice optional.	Manual offers suggestions for further use.	Manual offers suggestions for further use.
Also appropriate at:	Stage 5		

## Stage Six Software Comparison Chart ❖ Telling Time

Title	MatchTime	Read a Clock*	TimeScales
Publisher	Attainment Company	Computer Options for the Exceptional	Attainment Company
Platform	Mac / Win	Mac, Win diskette or bundled Mac/Win CD	Mac / Win
Access			
Keyboard	(space, enter)		
Mouse			
Touchscreen			
IntelliKeys	(overlays included)		(overlays available)
Switch	(mouse click, can set rate)		(auto, can set rate)
Other	Discover:Switch		
Content	Matching tasks; digital and analog.	Matching a clock to an activity done at that time.	Hours, minutes, and elapsed time. Digital and analog.
Instructions			
Auditory			
Visual			
Multisensory			
Feedback	incorrect: right answer after "no, sorry" or "oops"	"Try again" for unfavorable choices; response-related feedback.	option to show correct answer, advance without feedback
Auditory			(optional)
Visual			
Multisensory			
Graphics	teen/adult	teen/adult	teen/adult
Record keeping	log in to start progress file or resume session		number and percentage of questions answered correctly
Can activity be saved or printed?	can read, save and print progress report	can print cards	can save settings to a file
Customization options	options for auditory prompts, repeat prompts	4 lists of 5 times; can customize using HyperStudio (Knowledge Adventure)	Prompt type, difficulty, time intervals, type of clock face. Format Matching or Set Time activities
Keyboard Shortcuts	<T>time, <S>core, <D>one, <M>ore	<⌘/ctrl+Q>: quit	<⌘/ctrl+K>: hide desktop
Other settings and features	keyboard responses, challenge setting	*part of the Independent Living Activities Series.	opening screen changes to illustrate different hours of the day
Also appropriate at:	Stage 5	Stage 5	Stage 5

†Titles with this symbol are no longer available from the manufacturer. Information is provided for those who already own them. They may still be found in some school libraries

## Stage Six Software Comparison Chart ❖ Appearance

Title	Dress†	Grooming for Life	Looking Good
Publisher	Computer Options for the Exceptional	Attainment Company	Lawrence Productions, Inc.
Platform	Mac, Win diskette or bundled Mac/Win CD	Mac / Win	Mac or Win diskette or bundled Mac/Win CD
Access			
Keyboard			(required for text entry)
Mouse			
Touchscreen			
IntelliKeys		(includes overlay)	
Switch			
Other			
Curriculum	dressing skills	personal care routines	job skills, social skills
Content	activities for determining the most appropriate clothing for the weather or occasion	5 young adults prepare for the day; hygiene, grooming, dressing tasks, step by step	topics include ideal images, hygiene, working wardrobe
Instructions			
Auditory			
Visual			
Multisensory			
Feedback	Sound played for incorrect choice; learner advances after correct choice		No incorrect choices, but unfavorable choices generate text response that is customized to learner input
Auditory			
Visual			
Multisensory			
Graphics	teen/adult	teen/adult (photos, videos)	teen/adult
Record keeping			name, Social Security number, responses
Can activity be saved or printed?	can print cards		
Customization options	choose type of weather; can customize using HyperStudio (Knowledge Adventure)	movie: play one/all, big/standard, closed captioning; book: read aloud, auto page turn	
Keyboard Shortcuts	<⌘/ctrl+Q>: quit	<R>eview, <M>ovie, <B>ook, <esc> or <tab>: exit, <⌘/ctrl+number> for movies	
Other settings and features	† part of the Independent Living Activities Series	every onscreen button has a key equivalent, hide/show desktop and exit	program gives advice on dressing for work based on learner's preferred type of work; gives advice on healthy living habits; part of the Job Success series
Also appropriate at:	Stage 4		

## Stage Six Software Comparison Chart ❖ Appearance

Title	Personal Success	Your Personal Habits
Publisher	Attainment Company	Lawrence Productions, Inc.
Platform	Mac / Win	Mac or Win diskette or bundled Mac/Win CD
Access		
Keyboard		(required for text entry)
Mouse		
Touchscreen		
IntelliKeys		
Switch		
Other		
Curriculum	social skills: personal care	job skills, social skills
Content	topics include personal care, dressing for success, and clothing care for men and women	topics include factory job, work in a hospital, office work, job in a restaurant
Instructions		
Auditory		
Visual		
Multisensory		
Feedback		"Try again" for unfavorable choices; feedback customized to learner input
Auditory		
Visual		
Multisensory		
Graphics	teen/adult	teen/adult
Record keeping		name, Social Security Number, responses
Can activity be saved or printed?	can print selected activities 3 to a page, b/w or color	
Customization options	create customized activity lists, options for music, speech, sound effects	
Keyboard Shortcuts		
Other settings and features	step-by-step sequences and behavior tips, lock-out feature for men/women	part of the Job Success series
Also appropriate at:		

## Stage Six Software Comparison Chart ❖ Functional Skills

Title	Big:Calc	Independent Living Activities (ILA) Series	MathPad
Publisher	Don Johnston, Inc.	Computer Options for the Exceptional	IntelliTools, Inc.
Platform	Mac	Mac, Win diskette or bundled Mac/Win CD	Mac, Win
Access			
Keyboard			
Mouse			
Touchscreen			
IntelliKeys			(includes overlays)
Switch	(auto)		(auto, step)
Other	Ke:nx, Discover, Key Largo with Ke:nx, Ke:nx On:Board		
Curriculum	math skills	functional use skills, household activities	math skills
Content	accessible calculator with many adjustable functions	<i>Find What's Needed:</i> identify objects by function. <i>Identify Sounds:</i> match photos to sounds (auditory discrimination). <i>Read Functional Words:</i> select word signs matching auditory prompt.	a scratchpad for math problems
Instructions			
Auditory	(synthesized voices)		(digitized speech)
Visual			
Multisensory			
Feedback	Sound played for incorrect choice; learner advances after correct choice. Beeps while scanning.	<i>Find What's Needed</i> and <i>Read Functional Words:</i> sound played when incorrect. Learner advances when correct. <i>Identify Sounds:</i> unfavorable choices response-sensitive text feedback.	
Auditory			(digitized speech)
Visual			
Multisensory			
Graphics	generic	teen/adult	generic
Record keeping			
Can activity be saved or printed?		can print cards	can print problems, save current page, learner portfolios
Customization options	adjust calculator button size, color, background, problem layout, button type, order of operations, number display	can customize using HyperStudio (Knowledge Adventure)	can edit problems, can protect menus
Keyboard Shortcuts	⌘S toggle speech	<⌘/ctrl+Q> to quit	<⌘/ctrl+D>: delete problem
Other settings and features	can copy answers and paste them to the clipboard; can be adapted for use by child or as a business calculator	<i>Identify Sounds:</i> sounds listed at start. Click onscreen character to repeat sound.	carry/borrow, remainder, decimal options; automatic positioning of entry box reduces need for mouse
Also appropriate at:	Stage 5	Find What's Needed and Identify Sounds: Stage 3, Stage 4. Read Functional Words: Stage 5	Stage 5

## Stage Six Software Comparison Chart ❖ Functional Skills

Title	MathPad Plus	Picture Cue Dictionary	WordWise
Publisher	IntelliTools, Inc.	Attainment Company	Attainment Company
Platform	Mac / Win	Mac / Win	Mac / Win
Access			
Keyboard			(can use to scan)
Mouse			
Touchscreen			
IntelliKeys	(includes overlays)	(overlays available)	(overlays available)
Switch	(auto, step)	(auto, step)	
Other			
Curriculum	math	social skills	functional literacy
Content	fractions, decimals and whole numbers, numeric or word problems, sample assignments	personal care, housekeeping, scheduling, dining out, shopping (explore and assess activities)	build vocabulary through pictures, words and speech using 7 predefined word lists
Instructions			
Auditory			
Visual			
Multisensory			
Feedback	"Try again" for unfavorable choices; feedback customizable and sensitive to learner input	Auditory feedback during matching activity; learner advances after correct choice; no feedback during test	Auditory feedback during matching activity; learner advances after correct choice; no feedback during "Test"
Auditory			
Visual			
Multisensory			
Graphics	generic	teen/adult	generic
Record keeping	individual learner portfolios for each problem list	percentage of questions answered correctly during test	number and percentage of questions answered correctly
Can activity be saved or printed?	can print problems, save current page, learner portfolios	print worksheet/card pictures, save word lists	print worksheet/card pictures, save word lists
Customization options	can create, save and import problem lists, customize display colors, fonts, sizes, auditory feedback and contrast	can customize the learner's word lists and adjust volume	create custom word lists, vary volume, record and play back learner's voice to practice pronunciation
Keyboard Shortcuts	<⌘/ctrl+E>: edit highlighted problem; <⌘/ctrl+D>: delete highlighted problem	<⌘/ctrl+P>: print	<⌘/ctrl+P>: print; <space>: hear text on picture
Other settings and features	carry/borrow, remainder, decimal options, on-screen manipulatives to aid learner in problem solving	Plan Your Day has pictorial scheduling tool; Shopping list; manual lists all words used in program	manual lists all words used
Also appropriate at:	Stage 5		Stage 5

# Stage Six Software Comparison Chart ❖ Community

Title	Community Exploration	Community Signs	Community Success
Publisher	CompassLearning Inc.	The Conover Company	Attainment Company
Platform	Mac	Mac (specify OS X) / Win	Mac / Win
Access			
Keyboard			
Mouse			
Touchscreen			
IntelliKeys			(overlay available)
Switch		(can set rate)	
Other			
Curriculum	Community awareness	Functional reading, signs	Social skills: community outings
Content	Exploration and game tests ability to recognize places and objects in the community.	Part of the Tools for Life System (formerly Functional Literacy System). Community places and services. 80 signs and words from Grocery Store to Hospital and School.	Topics include: Eating Out, Shopping, Going Places, Appointment, Anyplace, Important Places.
Instructions			
Auditory		(2 difficulty levels)	
Visual			
Multisensory			
Feedback	Sound played for incorrect choice; learner advances after correct choice	Video with human voice. Learner advances after correct choice.	
Auditory		(voice prompt when incorrect)	
Visual		(optional closed captioning)	
Multisensory			
Graphics	generic	teen/adult (can customize)	teen/adult
Record keeping	learner name, time spent, notes, date, name of activity	3 Reports: pre-/instructional/post-assessment. Time on task, number attempted/correct	
Can activity be saved or printed?	can save and print progress reports for each learner	yes	can print selected activities 3 to a page, b/w or color
Customization options	hide/show text labels and record custom sound clips	Set difficulty level, number of attempts, turn closed captioning for text feedback on/off, can create customized audio and video	create customized activity lists, options for music, speech, and sound effects
Keyboard Shortcuts		Switch access F7, closed captioning F9	<esc> key to return to menu, <quit> button to exit
Other settings and features	has optional learner log-in feature	Includes pre/post assessment tools, supplementary workbook, student performance and assignment mgmt system.	teaches appropriate social interactions and step-by-step sequences
Also appropriate at:			



# Stage Six Software Comparison Chart ❖ Community

Title	Independent Living Activities (ILA) Series	LADL Series (My House, My School, My Town)
Publisher	Computer Options for the Exceptional	Laureate Learning Systems
Platform	Mac, Win diskette or bundled Mac/Win CD	Mac / Win
Access		
Keyboard		
Mouse		
Touchscreen		
IntelliKeys		
Switch		(auto, step/dwell)
Other		
Curriculum	Functional literacy, safety, community activities	Community awareness, social skills
Content	<i>Dial the Phone</i> : dialing local and long distance numbers. <i>Grocery Shop</i> : Identifying departments, using a shopping list. <i>Order at McDonald's</i> : Identifying names and photos of 17 fast food items. <i>Read Community Signs</i> : Identifying signs.	Explore and Assess activities. <i>My House</i> : identifying names and functions of household items. <i>My School</i> : vocabulary in 6 school settings. <i>My Town</i> : vocabulary for 6 community settings.
Instructions		
Auditory		
Visual		
Multisensory		
Feedback	<i>Dial the Phone</i> : unfavorable choices generate response-sensitive text feedback. <i>Grocery Shop, Order at McDonald's, Read Community Signs</i> : sound played when incorrect. Learner advances when correct.	Incorrect choice deselects and correct answer blinks; after 2 tries, answer given
Auditory		
Visual	<i>Read Community Signs</i> : learner is shown correct sign when incorrect.	
Multisensory		
Graphics	teen/adult	generic
Record keeping		name, time, date, activity, lesson summary, input method, comments
Can activity be saved or printed?	can print cards	can save and print user log for each learner
Customization options	can customize using HyperStudio (Knowledge Adventure). <i>Read Community Signs</i> : can choose from 24 signs.	customize lessons and adjust scan speed, volume, cursor, response time; turn off text labels and answer cues
Keyboard Shortcuts	<⌘/ctrl+Q> to quit	<⌘+space> to hide menu bar, <esc> key to exit lesson
Other settings and features	<i>Dial the Phone</i> : prompts decrease as learner progresses. <i>Grocery Shop</i> : learner can click words and pictures to hear their names.	printed manual lists all words used in the program; also available in bilingual (Spanish) version
Also appropriate at:	<i>Dial the Phone, Read Community Signs</i> : Stage 4	Stage 2, Stage 3

# Stage Six Software Comparison Chart ❖ Community

Title	Let's Go to Town	Sanford's Social Skills	Shop 'Til You Drop
Publisher	Inclusive Technology Ltd.	Attention Getters Inc.	SoftTouch, Inc.
Platform	Mac / Win	Mac / Win	Mac / Win
Access			
Keyboard			
Mouse			
Touchscreen			
IntelliKeys			(overlays included)
Switch	(auto, step)		(up/down option)
Other			2-switch activity
Curriculum	Real life activities	Social skills	Functional living skills
Content	interactive exploration of a number of real life activities: catching the bus, post office, crossing the road, clothes shopping, fruit stall, ice cream van, pet shop, bus station	interactive simulation, practice with social skills; problems at school, home, with friends, with bullies	Bank: get money (match coins, dollars), Fast Food: use money to buy food, Clothing Stores: choose outfit
Instructions			
Auditory			
Visual			
Multisensory			
Feedback	"Try again" for unfavorable choices; feedback customized to learner input	Incorrect: lose points, sound effect, comment	Incorrect: ignored, more tries, eliminates choices
Auditory			
Visual			
Multisensory			
Graphics	generic	generic	child, teen
Record keeping		tracks points earned for each response during game	
Can activity be saved or printed?	print		
Customization options	choice of activities, scan settings, sound settings, contrast		scan options: rate, change rate "on the fly," simple scan vs. rows/columns, IntelliKeys: easy/hard
Keyboard Shortcuts	printable pages for off-computer activities	<esc> key	<ctrl> key to go back, or click STOP button
Other settings and features	printable pages for off-computer activities	activity book reinforces principles; role plays, discussion, art, games	choice of boy's or girl's clothing
Also appropriate at:		Stage 4	Stage 5

# Stage Six Software Comparison Chart ❖ Community

Title	Signs and Words Series	Signs and Words Sampler	Social Skills at School
Publisher	The Conover Company	The Conover Company	Attainment Company
Platform	Mac (specify OS X) / Win	Mac (specify OS X) / Win	Mac / Win
Access			
Keyboard			
Mouse			
Touchscreen			
IntelliKeys			
Switch	(can set rate)	(can set rate)	(auto)
Other			
Curriculum	Functional reading, signs	Functional reading	Social skills
Content	Several titles: <i>Employment Safety</i> , <i>Grocery</i> , <i>Information</i> , <i>Public Transportation</i> , <i>Safety</i> , <i>School</i> , <i>Survival</i> . Part of the Tools for Life System (formerly Functional Literacy System). Each program has 80 signs and words common to that subject.	Part of the Tools for Life System (formerly Functional Literacy System). 80 popular signs and words taken from <i>Survival</i> , <i>Information</i> , <i>Safety</i> , <i>Community</i> , <i>School</i> and <i>Public Transportation</i> Signs and Words titles.	Five books/movies addressing basic social skills in school
Instructions			
Auditory	(2 difficulty levels)	(2 difficulty levels)	
Visual			
Multisensory			
Feedback	Video with human voice. Learner advances after correct choice.	Video with human voice. Learner advances after correct choice.	
Auditory	(voice prompt when incorrect)	(voice prompt when incorrect)	
Visual	(optional closed captioning)	(optional closed captioning)	
Multisensory			
Graphics	teen/adult (can customize)	teen/adult (can customize)	generic
Record keeping	3 Reports: pre-/instructional/post-assessment. Time on task, number attempted/correct	3 Reports: pre-/instructional/post-assessment. Time on task, number attempted/correct	
Can activity be saved or printed?	yes	yes	
Customization options	Set difficulty level, number of attempts, turn closed captioning for text feedback on/off, can create customized audio and video	Set difficulty level, number of attempts, turn closed captioning for text feedback on/off, can create customized audio and video	book and movie mode, book and movie options, movie quality
Keyboard Shortcuts	Switch access F7, closed captioning F9	Switch access F7, closed captioning F9	
Other settings and features	Includes pre/post assessment tools, supplementary workbook, student performance and assignment mgmt system.	Includes pre and post assessment tools, supplementary workbook	Due to large file size program needs CD to run
Also appropriate at:			

## Stage Six Software Comparison Chart ❖ Job Skills

Title	Computers at Work	Employment Information Signs and Words	First Days on the Job
Publisher	Attainment Company	The Conover Company	Lawrence Productions, Inc.
Platform	Mac / Win	Mac (specify OS X) / Win	Mac or Win diskette or bundled Mac/Win CD
Access			
Keyboard	(required for text entry)		(required for text entry)
Mouse			
Touchscreen			
IntelliKeys			
Switch		(can set rate)	
Other			
Curriculum	Vocational skills	Functional reading	Vocational skills
Content	practices entry level computer skills to prepare users for office jobs	This program covers 80 common workplace information words such as Appearance, Attitude, Benefits and Career	topics include first impressions, money, teamwork, being trained
Instructions			
Auditory			
Visual			
Multisensory			
Feedback	Sound played for incorrect choice; learner advances after correct choice		Unfavorable choices generate response-related feedback
Auditory		(voice, advanced/basic)	
Visual		(optional closed captioning)	
Multisensory		(video)	
Graphics	teen/adult	teen/adult	teen/adult
Record keeping	learner error rate and completed skills	3 reports: pre- /instructional/post- assessment. Time on task, number attempted/correct	name, Social Security Number, responses
Can activity be saved or printed?	can save user names, print cards	yes	
Customization options	number of questions, level of difficulty, create actual data entry form	difficulty level, number of attempts, custom audio, graphics and video	
Keyboard Shortcuts	<⌘/ctrl+F>: preferences	Switch access F7, closed captioning F9	<esc>: menu
Other settings and features	part of the Job Success series	Pre and post assessment tools, supplementary workbook, assignment and progress mgmt	part of the Job Success series
Also appropriate at:			

# Stage Six Software Comparison Chart ❖ Job Skills

Title	Job Attitudes	Learning Assessment Series
Publisher	Lawrence Productions, Inc.	The Conover Company
Platform	Mac or Win diskette or bundled Mac/Win	Mac (specify OS X) / Win
Access		
Keyboard	(required for text entry)	
Mouse		
Touchscreen		
IntelliKeys		
Switch		
Other		
Curriculum	Social skills at work	Vocational Skills/ Basic Workplace skills
Content	topics include getting along with others, feeling good, thinking about attitudes	Titles: <i>Automotive Technology, Building Maintenance, Case Aide, Computer Graphics, Computer-Aided Design, Construction Technology, Cosmetology, Custodial Housekeeping, Day Care Worker, Distribution-Warehouse, Electronics, Food Service, Graphic Design, Health Care, HVAC, Home Health Aide, Horticulture, Manufacturing Fabrication and Assembly, Office Technology.</i> Key competencies necessary for successful performance in several major occupational areas. Users are exposed to entry-level or helper positions within the occupational area.
Instructions		
Auditory		
Visual		
Multisensory		
Feedback	Unfavorable choices generate response-related feedback	"Try again" for unfavorable responses.
Auditory		(human voice)
Visual		
Multisensory		(video)
Graphics	teen/adult	teen/adult
Record keeping	name, Social Security Number, responses	Managed accounts track time on task, percentage correct/incorrect, all answers recorded
Can activity be saved or printed?	print results of initial assessment, suggestions	yes
Customization options		
Keyboard Shortcuts		
Other settings and features	part of the Job Readiness series	
Also appropriate at:		

## Stage Six Software Comparison Chart ❖ Job Skills

Title	Social Skills at Work	Success Stories at Work	Tools at Work
Publisher	Attainment Company	Attainment Company	The Conover Company
Platform	Mac / Win	Mac / Win	Mac (specify OS X) / Win
Access	color monitor with thousands of colors recommended		
Keyboard			
Mouse			
Touchscreen			
IntelliKeys	(overlays included)	(overlay available)	
Switch			
Other	QuickTime required		
Curriculum	Social skills, job skills, dress	Vocational success	Functional use of objects
Content	skills needed to get and keep a job, including getting up on time, personal care, getting along at work, following directions, staying on task	interactive biographical movies look into the lives of 5 successful employees; realistic role models	This program presents the 80 most commonly used tools
Instructions			
Auditory	(voice)		
Visual			
Multisensory			
Feedback			
Auditory			(voice, advanced/basic)
Visual	(photos, videos)	(photos, videos)	(optional closed captioning)
Multisensory			(video)
Graphics	teen/adult	teen/adult	teen/adult
Record keeping			3 reports: pre-/instructional/post-assessment. Time on task, number attempted/correct
Can activity be saved or printed?			yes
Customization options	movie: play one/all, big/standard, closed captioning; book: read aloud, auto page turn	movie: play one/all, big/standard, closed captioning; book: read aloud, auto page turn	difficulty level, number of attempts, custom audio, graphics and video
Keyboard Shortcuts	<R>evuew, <M>ovie, <B>ook, <esc> or <tab>: exit	<R>evuew, <M>ovie, <B>ook, <esc> or <tab>: exit	Switch access F7, closed captioning F9
Other settings and features	all buttons have key equivalents, hide/show desktop	all buttons have key equivalents, hide/show desktop	Pre and post assessment tools, supplementary workbook, assignment and progress mgmt
Also appropriate at:			

## Stage Six Software Comparison Chart ❖ Job Skills

Title	The Interest Indicator	The Learning Profile - Symbolic Version	Your Work Habits
Publisher	The Conover Company	The Conover Company	Lawrence Productions, Inc.
Platform	Mac (specify OS X) / Win	Win	Mac or Win diskette or bundled Mac/Win CD
Access			
Keyboard			(required for text entry)
Mouse			
Touchscreen			
IntelliKeys			
Switch			
Other			
Curriculum	Vocational/Avocational skills	Basic Workplace skills	Job skills, social skills
Content	A multimedia assessment of interests based upon personal likes and dislikes; recommends vocational options.	Provides for identification and skill enhancement of emotional intelligence factors related to learning	topics include Good Words to Know, Looking Good, Getting Along, Liking the Job, Getting it Right, Who's the Boss
Instructions			
Auditory			
Visual			
Multisensory			
Feedback			Visual "try again" for unfavorable choices; feedback customized to learner input
Auditory		(human voice)	
Visual	(photos)	(video)	
Multisensory			
Graphics	teen/adult	teen/adult	teen/adult
Record keeping	Generates thorough report and suggests highest interest career possibilities		Name, Social Security Number, responses
Can activity be saved or printed?	yes	yes	
Customization options			
Keyboard Shortcuts			
Other settings and features			part of the Job Success series
Also appropriate at:			

# Stage Six Software Comparison Chart ❖ Money

Title	Basic Coins	Coin Critters	First Money
Publisher	Attainment Company	Nordic Software	Attainment Company
Platform	Mac / Win	Mac / Win	Mac / Win
Access			
Keyboard	√ (space, enter)	√ (required for games)	
Mouse	√	√	√
Touchscreen	√	√	√
IntelliKeys®	√ (overlay available)		
Switch	√ (click, can set rate)		
Other	Discover:Switch		
Curriculum	basic math and functional money skills	money skills	money skills
Content	name and match activities build recognition skills; game provides a real-world context	coin identification, money amounts, equivalents, comparing, purchasing, making change	explore and assess activities involving money names and values
Instructions			
Auditory			
Visual		√ ('read aloud' option)	√
Multisensory	√	√ (with onscreen text)	√
Feedback	Sound played for incorrect choice; learner advances after correct choice	incorrect: "oh" auditory response with animated face	No incorrect choices, but unfavorable choices generate text response that is customized to learner input
Auditory	√	√ (optional)	√
Visual		√	
Multisensory			√
Graphics	child/teen	child	generic
Record keeping		individual player names, game score, time earned	percentage of questions answered correctly during test
Can activity be saved or printed?		can print worksheets and progress reports	can print activity screen
Customization options	on/off for speech, music, sound effects, scanning; choose activity content, level	number of questions, number of tries, type of activity, coins used	Teach section: dollar bills can be flipped over and coins are labeled by name/amount in cents and decimals; part of the Dollars and Cents Series
Keyboard Shortcuts	S to match, G for game, D for done, M for more	exit button: main menu	
Other settings and features	onscreen options, exit, more, and done buttons	built-in help screens on coin equivalents, game feature with points earned	
Also appropriate at:		Stage 5	Stage 5



# Stage Six Software Comparison Chart ❖ Money

Title	Identify Money†	Making Change	Money Skills
<b>Publisher</b>	Computer Options for the Exceptional	Attainment Company	Marblesoft
<b>Platform</b>	Mac, Win diskette or bundled Mac/Win CD	Mac / Win	Mac / Win
<b>Access</b>			
Keyboard			✓
Mouse	✓	✓	✓
Touchscreen	✓	✓	✓
IntelliKeys®		✓ (overlays included)	✓
Switch		✓ (step)	✓
Other			Ke:nx On:Board, BigKeys, PowerPad
<b>Curriculum</b>	money skills	money skills, job skills	money skills, shopping
<b>Content</b>	activities for identifying the name and value of money when buying an item	topics include using a cash register to enter purchases and give back change	activities for counting money, making change, purchasing items in a store
<b>Instructions</b>			sound, speech, written, repeat
Auditory	✓	✓	✓
Visual	✓		
Multisensory			
<b>Feedback</b>	sound played for incorrect choice; learner advances after correct choice	"Try again" for unfavorable choices; feedback customized to learner input	incorrect: auditory feedback; can choose "don't say no" for incorrect responses; can turn off feedback and ignore wrong or stray responses; all feedback types have options
Auditory			✓ (voice)
Visual			✓ (optional closed captioning)
Multisensory	✓	✓	✓
<b>Graphics</b>	teen/adult	generic	generic (video)
<b>Record keeping</b>			learner name, level of difficulty, problems completed, number correct and incorrect
<b>Can activity be saved or printed?</b>	can print cards		can save learner data and preferences and print report
<b>Customization options</b>	choose from 3 lists of 8 signs; can customize using HyperStudio (Knowledge Adventure)	US or Canadian currency; can disable auditory prompting, sound effects, music and stop button; learner can calculate change independently	difficulty level, spending limit, prompt frequency, scanning, highlight, background, reward, font, speak learner name during feedback; US or Canadian currency
<b>Keyboard Shortcuts</b>	<⌘/ctrl+Q>: quit	<esc> key to clear entry, <enter> key to submit entry	<⌘/ctrl+I>: input, <⌘/ctrl+L>: levels, F9: closed captioning
<b>Other settings and features</b>	†part of the Independent Living Activities Series	part of the Dollars and Cents Series	Learner advances after correct choice.
<b>Also appropriate at:</b>	Stage 5	Stage 5	

# Stage Six Software Comparison Chart ❖ Money

Title	Money Words	Spending Money
Publisher	The Conover Company	Attainment Company
Platform	Mac (specify OS X) / Win	Mac / Win
Access		
Keyboard	√	
Mouse	√	√
Touchscreen	√	√
IntelliKeys®	√	√ (overlays included)
Switch	√	√ (step)
Other		
Curriculum	Functional reading. Money.	money skills, job skills, shopping
Content	80 common words associated with money, banks and finances. Part of the Tools for Life System (formerly Functional Literacy System).	learner buys products, selects bills, receives change, shops for items on list within spending limit
Instructions		
Auditory	√	
Visual	√	√
Multisensory	√	√
Feedback	Video. Learner advances after correct choice.	specific auditory feedback based on input, unlimited tries, auditory prompting, sound effects
Auditory	√ (voice, basic, advanced)	√
Visual	√ (optional closed captioning)	
Multisensory		
Graphics	teen/adult	generic
Record keeping	3 reports: pre-/instructional/post-assessment. Time on task, number attempted/correct	
Can activity be saved or printed?	yes	
Customization options	difficulty level, number of attempts, scan rate, can create customized digital images, audio and video	US or Canadian currency, Quiz or Shop mode, exact amount for bills or coins (in Quiz); spending limit (in Shop) to change level of difficulty
Keyboard Shortcuts	Switch access F7, closed captioning F9	<esc> key to clear entry, <enter> key to submit entry
Other settings and features	Includes pre and post assessment tools, supplementary workbook	learner can comparison shop by looking at price tags in Shop activity; part of the Dollars and Cents Series
Also appropriate at:		Stage 5

## Stage Six Software Comparison Chart ❖ Money

<b>Title</b>	<b>The Talking Checkbook</b>
<b>Publisher</b>	Premier Assistive Technology, Inc
<b>Platform</b>	Win
<b>Access</b>	
<b>Keyboard</b>	√
<b>Mouse</b>	√
<b>Touchscreen</b>	
<b>IntelliKeys®</b>	
<b>Switch</b>	
<b>Other</b>	
<b>Curriculum</b>	Money Management tool
<b>Content</b>	Real bank account management
<b>Instructions</b>	
<b>Auditory</b>	
<b>Visual</b>	
<b>Multisensory</b>	
<b>Feedback</b>	Auditory Visual
<b>Auditory</b>	√
<b>Visual</b>	√
<b>Multisensory</b>	
<b>Graphics</b>	adult
<b>Record keeping</b>	check writing/ balancing, savings or retirement account
<b>Can activity be saved or printed?</b>	recorded and printed
<b>Customization options</b>	
<b>Keyboard Shortcuts</b>	Ctl + B - states account balance
<b>Other settings and features</b>	Comes with check signing template, all reports generated into a MS Word document
<b>Also appropriate at:</b>	

### Additional Titles Appropriate for Stage Six:

Ant Quiz (IntelliTalk Activity)  
 AppleWorks (formerly ClarisWorks for Kids)  
 Area of a Triangle (IntelliMathics III Activity)  
 Book Quiz (IntelliTalk Template)  
 Book Quiz: Julie of the Wolves (IntelliTalk Activity)  
 BuildAbility  
 Clicker 4  
 Co:Writer 4000  
 Concepts On the Move: Advanced Preacademics  
 Data Analysis (IntelliMathics III Template)  
 Data Survey (IntelliMathics III Activity)  
 Diagram (IntelliTalk Template)  
 Diagram Heart (IntelliTalk Activity)  
 Easy Writing Football (IntelliTalk Activity)  
 eReader  
 Fairy Tale (IntelliTalk Template)  
 Fractions (IntelliMathics Template)  
 Fractions Problems (IntelliMathics Activity)  
 Fractions Sports (IntelliMathics Activity)  
 Inspiration  
 IntelliMathics III  
 IntelliPics Studio III  
 IntelliTalk III  
 Kid Works Deluxe  
 Kidspiration  
 Language Experience Recorder  
 Learn More About Math  
 Looking For Words  
 Make-a-Book  
 Mars (IntelliPics Activity)  
 Mighty Math Calculating Crew  
 Mighty Math Zoo Zillions  
 Multiplying by 3  
 Parts of a Set  
 Phonics (IntelliTalk Template)  
 Phonics Sort (IntelliTalk Activity)  
 PixWriter  
 Read & Write 5.0  
 Report (IntelliPics Template)  
 Romeo and Juliet (IntelliTalk Activity)  
 Science New Reef (IntelliPics III Template)  
 Spider in the Kitchen  
 State Report & My State (IntelliPics Studio III Templates)  
 Storybook Maker Deluxe  
 Storybook Weaver Deluxe  
 SwitchIt! At Home  
 SwitchIt! Farm  
 SwitchIt! People  
 SwitchIt! Weather  
 Teddy Games  
 Time Line (IntelliPics Template)  
 Time Line Egypt (IntelliPics Activity)  
 Type and Talk 4.0  
 UltraKey  
 Using Money  
 Volcanoes (IntelliPics Activity)  
 WordQ  
 Write This Way  
 Write:OutLoud 3.0  
 WriteAway 2000  
 Writing About Sea Animals (IntelliTalk Activity)  
 Writing in Science (IntelliTalk Template)  
 Writing with Assessment  
 Writing with Symbols 2000

